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ABSTRACT

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new and expanding private industry, this module contains three sequential learning activities on adapting the training site to training needs. The first learning activity is designed to provide the learner with the needed background information on site adaptation including utilities and other factors to be considered, examples of changes needed in electrical and gas supply, appraisal of furniture and space, and financing of building modifications. The second activity gives opportunity to apply the information in a practice situation, and the final check-out activity allows the learner to adapt a training site in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, an appraisal form for a proposed training site, and a training site adaptation worksheet are appended for guidance in performing the learning activities. (JT)

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MODULE NUMBER VII-A

ADAPTING THE TRAINING SITE TO TRAINING NEEDS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SELF-PACED INSTRUCTIONAL MODULE

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INSTRUCTIONAL PROCEDURE

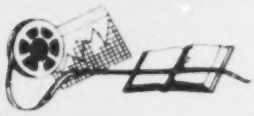
This module contains two sequential learning activities and a final check-out activity. A brief overview precedes each learning activity and the final check-out activity. Each learning activity and the final check-out activity provide learning experiences to help you accomplish the objectives. Feedback devices (learner self-test, worksheet, and performance checklist) are provided to help you determine when each objective has been accomplished.

The first learning activity is designed to provide you with the needed **background information**. The second learning activity is designed to give you an opportunity to apply that information in a **practice** situation. The **Check-Out Activity** is the final learning activity. It is designed to allow you to adapt a training site in a real work situation, such as when you are employed or when you are serving as an intern learner. The **Performance Checklist** (Appendix A) is used by the learner and the instructor/supervisor to assess progress. The checklist is applicable for both practice performance and performance in the real work situation.

After reading the **Objectives** and the **Introduction** on pages 2 and 3, you should be able to determine how much of this module you will need to complete before the **Check-Out Activity**.

* If you already have the necessary background information required for adapting a training site, you may not need to complete **Learning Activity I**, p. 4.
* If you already have had practice in adapting a training site, you may not need to complete **Learning Activity II**, p. 13.
* Instead, with the approval of your instructor or supervisor, you may choose to proceed directly to the **Check-Out Activity**, p. 14, and adapt a training site to training needs when you have access to a **real work situation**.

Your instructor or supervisor may be contacted if you have any difficulty with directions, or in assessing your progress at any time.



SUPPLEMENTARY TEACHING/LEARNING AIDS

An effort has been made to make this module as self-contained as possible. The information contained in the module should be sufficient to develop "entry-level" knowledge and skills. However, more information is available on this topic. The advanced learner may wish to attain higher levels of knowledge and skills.

A list of resources which supplement those contained within the module follows. Check with your instructor or supervisor (1) to determine the availability and the location of these resources, and (2) to get assistance in setting up additional learning activities.

Learning Activity I

* Wheat, Elwyn; and Messer, B.C. **Trade and Industrial Education Teacher's Handbook.** Mississippi State, Mississippi 39762: Research and Curriculum Unit for Vocational-Technical Education, Drawer DX, 1975. pp. 157-204.

Learning Activity II

* (None)

Check-Out Activity

* Local administrator of vocational-technical education
* State supervisor of industry services
* Industry representative

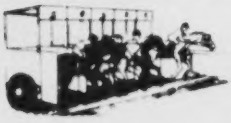
OBJECTIVES

I. After completing the required reading, take the learner self-test tc demonstrate that you have attained the knowledge of adapting a training site to training needs. You should complete all items correctly. **(Learning Activity I)**

II. After analyzing the performance instructions, complete all the designated experiences in adapting a training site in a practice situation. Your work must conform to the worksheet and checklist provided. **(Learning Activity II)**

III. In an actual work situation, adapt a training site to the training needs of an industry. Satisfactory performance will be realized when all items on the performance checklist (Appendix A) are rated "yes." **(Check-Out Activity)**

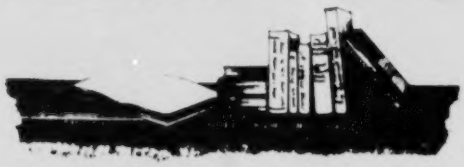
ADAPTING THE TRAINING SITE TO TRAINING NEEDS



INTRODUCTION

Once a training program has been approved, the industry services leader must locate an instructional facility that can be used for industrial training purposes. After locating the facility, it may be found that adjustments, additions, alterations, and/or adaptations – some minor, other major – must be made in order to fit the facility to the specific training needs of the client company.

The purpose of this unit is to outline the basic knowledge and procedures required to adapt a facility to the needs of a specialized training program.



LEARNING ACTIVITY I: INFORMATION

You should study the information presented in the following section. You may wish to read more on the subject from the reference cited in the section on **Supplementary Teaching/Learning Aids**. After reading these materials, you will demonstrate knowledge of adapting a training site by completing the **Learner Self-Test**, p. 7. You will be evaluating your knowledge by comparing your answers to the **Answers to Self-Test**, p. 11.

I. TERMS UNIQUE TO MODULE

A. **Adaptation of training site.** To change or alter existing facilities and equipment at a training site to accommodate training program requirements.

B. **Alteration of training site.** To modify, improve, or replace facility and equipment items.

C. **Appraisal form.** A sheet used to rate the suitability of a proposed training site. Also includes space for specifying needed changes.

II. ADAPTING THE TRAINING SITE TO THE NEEDS OF THE TRAINING PROGRAM

A. **Review the client company training requirements.**

B. **Develop an appraisal form based on training requirements.** The form in Appendix B may be adapted for appraising the prospective training site.

C. **Tour the proposed training site to appraise the feasibility of the site being used for training purposes.** Make arrangements to have the director of vocational-technical education or a representative assist in touring and appraising the facility. The client company representative should also be involved in this activity. With the director as a guide, evaluate the feasibility of the facility to be used as a training site by checking the conditions on the prepared appraisal form.

D. **Determine if the training site is suitable to the training needs of the client company.** If a majority of the items on the appraisal form are marked "Satisfactory," and/or can be altered and adapted to fit the needs of the program, the facility is deemed suitable for training.

E. Arrange to have physical alterations made when wiring, lighting, etc. of the training site is not adequate for training equipment and other necessities. Local, state, and national building codes must be closely followed when making changes. Also, environmental codes must be recognized.

III. UTILITIES AND OTHER FACTORS TO BE CONSIDERED WHEN ADAPTING THE TRAINING SITE TO CLIENT COMPANY REQUIREMENTS

A. Water
B. Gas
C. Electricity
D. Telephone service
E. Lights (artificial and natural)
F. Space for classroom instruction, supplies, materials, tools, and equipment
G. Electrical outlets
H. Furniture (tables, chairs, desks, etc.)
I. Ventilation
J. Over-all physical condition of the building

IV. EXAMPLES OF CHANGES NEEDED IN ELECTRICAL SUPPLY

A. Check motor plate for total voltage and amperage required to operate equipment.
B. Determine the amount of electricity flowing into the building by checking the meter and circuit breaker.
C. Contact an electrician to run appropriate wiring and outlets to designated areas.
D. Make arrangements with the power company to provide additional electricity to the building when the present supply is not adequate.

V. EXAMPLES OF CHANGES REQUIRED FOR GAS SUPPLY

A. Identify areas where outlets should be placed.
B. Contact plumber or gas company to run gas lines to appropriate areas. Additional water supply may be obtained in the same manner.

VI. FACTORS TO BE CONSIDERED WHEN APPRAISING FURNITURE AND SPACE

A. **Make certain an adequate number of tables, desks, chairs, etc. are available for training.**

B. **For safety reasons, there should be ample space between work tables and equipment.**

C. **When additional equipment is to be moved into the site, make certain enough space is provided so that trainees can work without being crowded. Crowded work areas increase the probability of accidents.**

VII. CONSIDERATIONS FOR FINANCING BUILDING MODIFICATIONS

As a general rule, the local training institution would pay for alterations of a training site on institutional property. The financing of facilities "off campus" must be negotiated between the industry, the training institution, and the community. Regardless of who finances the project, the alterations should be completed by the date set for beginning the training program. A statement as to who has access to the building after the training program is completed should also be developed.

Students in vocational-technical education building trades programs may assist in making some or all the necessary facility modifications. This method of modifying the facilities should only be used when the tasks to be performed are directly related to the students' program objectives.

Assistance may also be obtained from the client company maintenance personnel.

*Continue this learning activity by completing the **Learner Self-Test** which follows.

LEARNER SELF-TEST

This is a checkpoint knowledge test needed before proceeding to the task of adapting a training site in a simulated situation. Follow the instructions provided with each item. Check your answers with the **Answers to Self-Test** which follow. If you fail to complete all items correctly, you may wish to go back and review appropriate parts of the module information.

Identify the most appropriate step used to adapt the training site to the training program needs. **Circle** the correct answer.

1. Review client company:
   a. training manuals.
   b. manual on plant operations.
   c. training procedures.
   d. training requirements.
2. Develop a (an):
   a. appraisal form.
   b. personnel questionnaire.
   c. training evaluation sheet.
   d. task information chart.
3. Tour:
   a. client company plant.
   b. an on-going training station.
   c. proposed training site.
   d. a vocational-technical education center.
4. Decide if site:
   a. has standard equipment.
   b. is suitable for training.
   c. has modern facilities.
   d. is appropriate for in-plant training.

5. Arrange to have:

   a. facility cleaned and properly maintained.

   b. client company representative inspect the training site.

   c. physical alterations made.

   d. training manuals altered and adapted to the training needs.

ANSWERS TO SELF-TEST

1. d.
2. a.
3. c.
4. b.
5. c.

*Proceed to the next learning activity for practice in adapting a training site to training needs.

LEARNING ACTIVITY II: PRACTICE PERFORMANCE

You will be required to practice adapting a training site in a simulated situation. Several subactivities must be completed before the task is completed. You must read the **Case Study Information** presented in the Appendix. You must also complete the **Training Site Adaptation Worksheet**. You will be evaluating your performance in adapting a training site in the simulated situation using the **Performance Checklist** from Appendix A.

I. Read the **Case Study Information** found in Appendix C. This information will serve as a basis for adapting a training site in a simulated situation.

II. Use the **Site Adaptation Worksheet** found in Appendix D to describe your activities in adapting a training site to the needs of the industry presented in the case study information.

III. Use the **Performance Checklist** from Appendix A to check your competency in adapting a training site in the simulated situation. Satisfactory performance is realized when all items on the checklist are rated "yes."

*Completion of this learning activity should have qualified you to adapt a training site in a real work situation. Proceed to the **Check-Out Activity**.

CHECK-OUT ACTIVITY: PERFORMANCE IN REAL WORK SITUATION

The activity which follows is intended to be conducted in an actual on-the-job situation. It may be performed without completing the two learning activities, if you already have the necessary knowledge and skills.

In an actual work situation, adapt a training site to the needs of an industry in your community. In order to complete the assignment, you must perform the following activities: arrange to have the local administrator of vocational-technical education assist in appraising the needs of the training site; obtain assistance for making facility changes; and monitor work in progress. Your performance will be judged by your instructor or supervisor using a checklist. All items on the **Performance Checklist** (Appendix A) must be rated "yes."

*After completing the **Check-Out Activity**, you may select another module for study. Your instructor or supervisor may be contacted if you have any difficulty in selecting a module.

APPENDIX A

PERFORMANCE CHECKLIST

Adapting the training site to training needs.

INSTRUCTIONS: If the performance is satisfactory, write YES in the space provided. If the performance is unsatisfactory, write NO in the space. Each item must be rated "yes" for satisfactory task performance.

1. Criteria for appraising the changes needed at the training site were specified. ☐
2. The parties involved in appraising the changes needed at the site were specified. ☐
3. The changes to be made at the site were specified. ☐
4. The specified changes needed at the site were appropriate for the industry needs. ☐
5. The schedule for starting and completing the site alterations was clearly specified. ☐

☐

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APPENDIX B

APPRAISAL FORM
PROPOSED TRAINING SITE

Proposed
Training Facility _____

Address _____

Client Company _____

Type of Training _____

Date _____

Appraisers _____

Conditions	S*	US**	CBA***
1. Adequate space is available for equipment and tools.			
2. Equipment may be spaced so that trainees are not subjected to undue safety hazards.			
3. Sufficient equipment and tools are presently located in the facility to handle the training needs.			
4. The facility is well lighted (both natural an artificial).			
5. Ample supply of electrical power is available.			
6. Electrical outlets are ample.			
7. Present electrical wiring is satisfactory.			
8. Ventilation is appropriate for training.			
9. Adequate classroom space is available			

APPRAISAL FORM (Cont'd)

Conditions	S*	US**	CBA***
10. Ample supply of utilities (water, gas, telephone service) is available.			

*Satisfactory
**Unsatisfactory
***Can be Altered

(1) Facility is suitable for training _____.

(2) Facility is not suitable for training _____.

(3) Facility may be suitable after minor alterations _____.

Alterations needed:
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

APPENDIX C

CASE STUDY INFORMATION FOR ADAPTING A TRAINING SITE

An existing plant which manufactures optical parts for microscopes, telescopes, and binoculars is expanding plant operations. One-hundred new employees will be needed by the industry over a six-month period. Approximately 16 new employees will be needed each month during this period.

The manufacturing of optical parts includes such operations as cutting, grinding, polishing, edging, inspecting, cleaning, and packaging. Each worker must be highly skilled in the performance of tasks, since small amounts of pressure can cause part defects. Close tolerances on parts must be maintained.

A decision has been made to provide pre-employment training for 20 prospective employees each month. The first class will begin November 1. Two instructors will be available for each training session. The training institution is short of classroom space in regular campus facilities. However, the institution recently purchased a vacated church building adjacent to the campus. The church building has not been in use for about a year. The building includes a sanctuary, which will accommodate 100 persons, and five classrooms. Each classroom will accommodate approximately 15 persons and one small desk or table. The church does not contain furnishings. No chairs or benches presently exist in the church sanctuary.

The breakdown of instruction to be provided in the training program is as follows:

1. Orientation to industry services
2. Manufacturing processes
3. Blueprint reading
4. Principles of optics
5. Quality control and handling of optical glass
6. Use and care of optical measurement instruments
7. Interpretation of routing sheets
8. Time-keeping and standard costs

9. Safety

The industry services leader must inspect the prospective training site, appraise its suitability for the training program, and coordinate the preparation of the training site.

APPENDIX D

TRAINING SITE ADAPTATION WORKSHEET

THE CLIENT COMPANY

1. What type training program will be needed?
   a. Pre-employment
   b. In-plant

2. What type equipment, tools, supplies, and instructional aids will be needed for the training program?

ADAPTATION OF TRAINING SITE

1. What will be the objectives of the training program?

2. What criteria will be used to appraise the changes needed at the training site?

3. Who will be involved in appraising the changes needed at the training site?

4. What changes will be needed to prepare the site for training classes?

5. How will the changes be made?

SCHEDULE OF SITE PREPARATION ACTIVITIES

(Describe when the preparation activities will start and when they will be completed.)

LIST OF INDUSTRY SERVICES LEADERSHIP DEVELOPMENT MODULES

I. **Orientation to Industry Services**

- A. Introduction to Industry Services
- B. Industry Services Leadership Development Program: Guide for Using the Self-Paced Instructional Modules

II. **Establishing Contacts and Relationships**

- A. Speaking to Industrial and Community Groups
- B. Writing Articles for News Media
- C. Identifying Functions of Agencies Involved in Industry Services
- D. Developing a Brochure for Industry Services

III. **Obtaining Agreements**

- A. Developing Training Agreements
- B. Developing a Lead-time Schedule
- C. Interpreting Legislation Related to Industry Services

IV. **Identifying Training Needs**

- A. Collecting Framework Production and Training Information
- B. Selecting Types of Training Programs
- C. Preparing a Budget for an Industry Services Project

V. **Acquiring Resources**

- A. Selecting Instructors for Industry Services
- B. Securing a Training Site
- C. Securing Training Equipment, Tools, and Supplies

VI. **Training Instructors for Industry Services**

Training Instructors for Industry Services

VII. **Preparing for Training**

- A. Adapting the Training Site to Training Needs
- B. Evaluating Safety Conditions at Training Sites
- C. Announcing the Opening of a Training Program

VIII. **Preparing Training Materials**

- A. Conducting a Task Analysis
- B. Developing Performance Objectives
- C. Determining Types of Instructional Methods and Media
- D. Developing Performance Tests
- E. Developing Training Manuals
- F. Preparing Videotapes for an Industry Services Program
- G. Setting Up Learning Centers for Industry Services Programs

IX. **Selecting Candidates**

Developing a Plan for Testing and Counseling Applicants for a Training Program

X. **Monitoring Training Programs**

- A. Assisting in Providing Pre-Employment and In-Plant Training
- B. Developing a Procedure for Keeping Participating Agencies Informed About Training Program Activities
- C. Monitoring Training Programs for Progress and Expenditures

XI. **Closing Training Programs**

Closing a Training Program

XII. **Placing Program Participants**

Developing a Plan for Placing Graduates of a Pre-Employment Training Program

XIII. **Evaluating Industry Services Programs**

Evaluating Industry Services Programs

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